कि सरकार इस तरह के तुगलकी काम न करें । अगर गरीबों का पेट भरना है, अकाल, सूखे और बाढ़ का मुकाबला करना है तो जो गरीब और लाचार लोग हैं उनको और लाचार करने का काम न करें, यही मैं आपसे निवेदन करना चाहता हूं ।

Spread of Jaundice due to contaminated water supply in Sheikh Sarai, New Delhi

PROF. (MRS) ASIMA CHATTERJEE (Nominated): Madam Deputy Chairman, it is a matter of grave concern that polluted water supply in Sheikh Sarai, a South Delhi colony, has caused jaundice which is threatening to spread in an epidemic form. It has been revealed that due to suction of sewage into the water supply line which run close to each other, the water was polluted and water is supplied through tubewells which are maintained by DDA. This is a very serious matter because jaundice in many cases becomes serious and proves fatal. It will not remain confined to South Delhi only; it may spread to the entire capital. DDA authorities have been told to remove the engineering defects. But that is a long-term affair. So I would request the Government to find out the causes and to take immediate measures for the safety of the people. In my opinion it may be due to a leakage in the water pipeline or, maybe, the tubewells are shallow, thereby giving scope to the water which is supplied to the people, getting contaminated. So I feel that immediately water analysis should be made; diagnostic testing for sewage contamination should also be made without any further delay to find out the presence of free ammonia in the water. And Madam, all possible measures should be taken to purify water in order to avoid health hazards. Boiled water must be used for drinking purposes. For further safety measures, I would like to suggest that water must be treated with chloromine-T or antichlor before use for any domestic purpose. Therefore, Madam, I request that the DDA authorities should take measures immediately to adopt this procedure so that there may not be any health hazards in the locality in Sheikh Sarai as the people have been suffering like anything. Thank you, Madam.

THE DEPUTY CHAIRMAN: Now, Mr. Puttapaga Radhakrishna.

Need to stop relay of running commentary of test matches on TV and commentaries on the A.I.R.

SHRI PUTTAPAGA RADHAKRISHNA (Andhra Pradesh): Madam, I want to make a brief mention of one thing which is very important. All India Radio relays the running commentary of test matches, particularly cricket matches, and the Doordarshan also telecasts these matches. This is not only taking much time of the radio and the television, but is also paralysing the life of the nation. During such relays, students do not study properly and offices do not work properly. Even the parliamentary work is affected. You will find more attendance in the Central Hall than in the Houses of Parliament. Relay of commentaries is affecting both the human resources and the economy of the country. That is why I want to plead with the Government to stop this relay of test match commentaries and telecasting of them particularly cricket matches. Thank you.

THE ALL INDIA COUNCIL FOR TECHNICAL EDUCATION BILL, 1987

THE DEPUTY CHAIRMAN: Now, the Minister, Shrimati Krishna Shahi, to move.

...नव संसाधन विकास मंत्रालय में शिक्षा और संस्कृति विभागों में राज्य मंत्री (श्रीमती कृष्णा साही) : महोदया, मैं प्रस्ताव करती हूं कि :

"सारे देश में तकनीकी शिक्षा पद्धति की समुचित योजना और समन्वित विकास, योजनाबद्ध परिमाणात्मक वृद्धि के संबंध में ऐसी शिक्षा के गुणात्मक सुधार के संवर्धन करने की दृष्टि से तकनीकी शिक्षा के लिए और तकनीकी शिक्षा में पद्धति के विनियमन और मानों तथा

[श्रीमती कृष्णा साही]

सम्बन्धों के समुचित अनुरक्षण के लिए अखिल भारतीय तकनीकी शिक्षा परिषद् की स्थापना का और उससे सम्बन्धित विषयों का उपबन्ध करने वाले विधेयक पर विचार किया जाए"

The question was proposed.

THE DEPUTY CHAIRMAN: Now, Mr. Mostafa Bin Quasem.

SHRI MOSTAFA BIN QUASEM (West Bengal): Madam, I rise to lend general support to the Bill moved by the honourable Minister.

Madam, there is a talk of mushroom growth of substandard, ill-equipped and under-staffed private engineering colleges and polytechnics in different parts of the country. In the face of this distressing phenomenon, the necessity for a statutory body at the national level to regulate technical education and to lay down and ensure norms and standards of technical education is imperative and the creation of such a body was long overdue. The distressing feature is that some of these institutions show scant regard for maintaining standards and they indulge in a heinous crime by charging huge sums of money by way of capitation fees thereby denigrating technical education and reducing it really to a commercial enterprise.

Madam, the object of the Bill is quite laudable. The earlier Council acted quite effectively during the first three decades of its existence. But, in the Statement of Objects and Reasons appended to the Bill, the Minister says that the Council could not prevent the emergence of such substandard, under-staffed and ill-equipped engineering colleges and polytechnics because the earlier Council lacked statutory powers to regulate technical education.

This Bill seeks to provide the setting up of All-India Council for Technical Education. The object is laudable. But I have some reservations regarding certain provisions of the Bill.

Coming to the composition of the proposed Council, Madam, I would like to draw your attention to clause 3, para 4 of the Bill wherein the details about the composition of the propose Council have been stipulated. The Council is going to be a predominatly nominated body. If I am arithmetically correct—I have tried to work out that the Council is going to be composed of 46 members—of the 46 members an overwhelming majority of members are going to be nominated by the Government— and, of course, the Central Government. In fact, 32 members to be nominated by the Central Government, 12 will be *ex officio* members and only 2 Members of Parliament who will be elected, one from the Lok Sabha and one from the Rajya Sabha.

Sir, to my understanding this body is going to be a highy centralised body. Madam, apparently, the All India Council for Technical Education is going to be an atonomous body with independent powers of functioning in its area of operation. But in essence and in effect I think this body is going to be just a wing of the Education Department of the Government of India.

Now, Madam, if you look to the composition of the Council, you will find that the majority of the Members, as I pointed out, are going to be nominated by the Central Government. Apart from being flooded by nominated members by the Central Government, clause 80 of this Bill provides the Central Government with enormous powers of issuing directions to the Council in matters of policy. And what is more, I would like to draw your attention to the fact that whether the question is one of policy or not the decision of the Central Government will be final and the direction, when issued to the Council, is mandatory on the Council. Clause 21 of the Bill provides that if the Council fails to comply with the direction of the Central Government, the Central Government will have the right to supersedes the Council. My apprehension is this that by taking advantage of this stipulation contained clauses 20 and 21 of the Bill the Central Government, particularly the Education Department of the

Central Government, may interfere even with the normal functioning of the Council. And because of this provision the autonomous aspect of the proposed autonomous body is going to be completely eroded.

Madam, there is a provision for representation of the States and Union Territories in the Council. I would like to read out clause 3(k):

"(k) eight members to be appointed by the Central Government by rotation in the alphabetical order to represent the States and the Union territories."

Madam, I would have been happy if there were a provision for more representation from the State Governments. But I would like to make it clear that I am for equality of States in our country. But here in this special case, in the case of the composition of this national body, the alphabetical order does not appear to me to be scientific and logical. I tell you, Madam, if this principle is applied, a State which has already well developed technical system in its sphere, which is within the State, but appearing well down in the alphabetical order, will be deprived of its representation in the Council in the formative stage. And the Council, in its turn, will be deprived of the experience of such States, experience gained by them or experience gathered by them, in developing a well-developed technical education system in the country. So, my suggestion would be that a convenient mean could have been achieved by providing for permanent representation of such States which have already a well-developed technical education system from the beginning, and applying the principle of representation of States by rotation in the alphabetical order in respect of the remaining States and Union Territories. That is my suggestion.

Madam, there is no provision for representation of teachers in technical education in the proposed Council. I think that the Council could well have been benefited in some areas of its functioning if we could accommodate as its members at least some representatives of the teachers in technical education. One major function of the Council, Madam, is going to be to lay down norms and standards for courses, curricula, physical and instructional facilities, staff pattern, staff qualifications, assessment and examination. It is not prudent that the teachers will have no say in this academic matter, but the present Bill does not make any provision for representation of teachers in the Council. I would, therefore, suggest that the Deans of faculties of engineering and technology of the olden, well-established universities of our country should find a pace in the Council as its members. Madam, you know that these Deans of faculties are very distinguished teachers. I would also plead with the Government for having the representation of the Directors of the IITs of our country in the Council as its members. These Directors with their enriched experience in running these effective institutions can very much help in the functioning of the proposed Council.

Madam, I would now like to refer to Clause 14(1) of the Bill. Clause 14(1) of the Bil provides for establishment of Regional Committees in four major regions of our country, that is, northern, southern, eastern and western regions of our country. This is a welcome feature no doubt. But, Madam, you would kindly see that the composition of these Regional Committees at least in its broad outline has not been spelt out in the body of the Bill. If the hon. Minister or the Governmnet spell out the composition of the Regional Committees in the body of the Bill itself, we the Members of Parliament, while taking part in the debate could have given our opinion, we could have reflected on it. But, Madam judging from the attitude of the present Government in determining the composition of the Council itself, it is very easy for any person to assume that these Regional Committees are also going to be packed with members nominated by the

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Central Government. Be that as it may, here I would plead that at least there should be more representation from the States belonging to that region in the proposed Regional Committee.

So, Madam, these are the observations that I wanted to make and, I think, the hon. Minister should find reason in my suggestion and try to bring improvements in the Bill subsequently by making amendments or by coming out with amendments just now and thereby improve the Bill.

With these words, Madam, I conclude. Thank you.

PROF. B. RAMACHANDRA RAO (Andhra Pradesh): Madam Deputy Chairman, I have great pleasure in participating in this discussion on the Bill on All India Council of Technical Education. As one who has been very closely associated with the scientific and technological education in the country, I would like to point out that this Bill has come no sooner to the Parliament to bring about a radical transformation in the technical education in the country. From 1950 onwards, there has been a demand from many Members both within Parliament and outside from educationists, vice-chancellors that the AICTE be given statutory powers to be able to implement its policies and strengthen technical education in the country. You may wonder what has been happening so far. During the last, let us say, about 37 years this body is functioning under a moral authority, really not having the full powers. The moral authority or what you may call an authority which is intangible is due to the fact that the All India Council of Technical Education has four wings in the Country in the four regions and the Ministry of Education acts on any request from the State Government for grants etc. only in consultation with the All India Council of Technical Education. This way there is no difficulty for the All India Council of Education to have some say in the matter of development of technical education. However, providing a statutory power is the most urgent need and the Bill has done that in a most appropriate manner spelling out the various clauses.

I would also like to mention that after the Third Plan when the Gadgil formula was followed, the Union Government was giving lumpsum grants to various States for educational purposes, which includes also technical education. Now, technical education was a part of the total educational package. However, subsequently from the Fourth Plan onwards the Union Government has been providing funds to all the various engineering colleges and technical institutions and polytechnics, all the three categories, and because the AICTE did not have the statutory powers, the States used to start and give permission to starting of engineering colleges and polytechnics in a large measure without consulting either the AICTE or the Union Government. To give an example, in one year— I do not want to mention the name of the State—there were 61 engineering colleges established and 102 polytechnics were started without consulting the Union Government. Madam, do you know how much money is required? At least Rs. 10 crores are required for an engineering college and Rs. 3 crores are needed for a polytechnic and the total comes to about a thousand crores, which was not provided. Now, you can imagine the cause for the fall in standards by this kind of an unbridled freedom to start educational institutions. In that respect the Bill has now provided the guidelines. Unless the permission is forthcoming in future no technical institution and no polytechnic can be started.

I would like to refer to the National Policy on Education at page 19, clause 6.19: This clause has clearly spelt out the functions of the All India Council of Technical Education. The Bill comes out of the recommendations of the National Policy on Education which states that AITCE will be statutory authority for planning, for formulation and maintenance of norms and standards, accreditation—which is very important—funding of priority areas, monitoring and evaluation, maintaining parity of certification and awards and ensuring guaranteed integrated development of technical and management education. One of the most important things that was mentioned in this clause was mandatory periodic eva-

luation of the performance of the institution, and which has not been done so far. But one of the things that I would like to mention here is in clause 6.20. The National Education Policy lays down that "In the interest of maintaining standards and for several other valid reasons, the commercialisation of technnical and professional education will be curbed. An alternative system will be devised to involve private and voluntary effort in this sector of education, in conformity with accepted norms and goals." I come to these two points in my subsequent references. I do hope that in implementing this clause 6.20 the Government, in the interest of maintenance of standards, will see that commercialisation of technical and professional education will be curbed forthwith.

Coming to the present Bill, the objects of the Bill have been very clearly laid down. There are three major objectives which have been given in the Preamble and which will summarise the entire burden of the song of this Bill. The first object is planning coordinated development of technical education system. The second is promotion of qualitative education in relation to the national planned development and growth. The third and the most important is the regulation and proper maintenance of norms and standards in technical education system and matters connected therewith. Now, these three are the main obejctives and based on these, the Bill has been prepared. My friend, Mr. Quasem, referred to the composition of the Council. The Council has actually about 52 members if we total up all of them and if all the places are filled. This includes representatives of the State Governments. He made very valid points. I would only like to point out that college teachers and university professors can come in various ways, through nominations, through professional societies which are represented here. There are many ways by which professors and technical college teachers can be brought in.

SHRI MOSTAFA BIN QUASEM: I said there should be direct representation of teachers in technical education.

PROF. B. RAMACHANDRA RAO: Indirectly, there is a provision to bring many teachers and university professors. I do hope that as soon as the AICTE is established and the Bill is passed and assent is received, the following important aspects will received a high priority:

Number one: That the Accredition Board will be set up soon to see that institutions which are only maintaining high standards will be given recognition. As I have an example, sub-standard institutions should not be given recognition. Only then our technical and professional education system will improve.

Number two: I do hope that they will lay down guidelines for charging fees. Otherwise anybody can come with large amount of fees and instead of calling it capitation, they may call it fees. So, guidelines must be laid down for charging fees and also for determining merit in the matter of admissions, barring reservations which are Constitutionally provided either by the State Governments or the Union Government. Let us also hope that the All-India Council would start research and development in a very big way, although the budget provided is only Rs. 200 crores which I think is very meagre. The budget ought to be for this purpose not less than Rs. 1000 crores if you want to develop research and industrial development, particularly in high-technoloby areas where we are lagging behind.

1.00 P.M. One of the important functions of the AICTE is to provide interaction between the industry and engineering institutions, technological institutions. Here, I would like to refer to the process that takes place in some of the most advanced countries. For instance, in West Germany, many industries have established engineering colleges of polytechnics. Most of the big industries have established polytechnics and train people on proper lines, having a judicious combination of theory and training. I do hope the AICTE will be able to persuade the industries particularly, the large industries, to come forward to establish polytechnics. I would like to commend, in this connec-

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tion, the programme of the Birla Institute of Science and Technology, which has made a successful experiment of six months theoretical training and six months training in an industry. This is the only institue in the country which has this kind of programme. I hope the AICTE will look into this.

One of the weaknesses in our system, particularly, in the case of polytechnics, is that we confine ourselves to standard courses only. I find all the polytechnics have only the three standard courses; mechanical, civil and electrical. When the world of technological knowledge has advanced so fast, we are still confining ourselves to the three routine types of courses. Today, we should have courses of diverse nature. Of course, some of the polytechnics have started computer courses. But this is not enough. There are many other courses which can be started. I will give examples.

This is the last but one point I would like to mention; about new courses. We are aware of the rapid advances taking places all over the world. We are lagging—behind, particularly in the latest technologies. I would like to mention a few of them for the benefit of my colleagues. We should adopt such latest technologies, acquire knowledge and set up industries. For this we should stat many new courses. I will give examples. Information technology. Nobody has ever heard of it. It was not known a decade ago Opto-electronics; laser technology; computer-aided designs; that is, the design of any instrument can be done through computer; computer-aided machines; reliable engineering; industrial designs; instrumentation in which we are at the lowest ebb; heavy engineering etc. These are some of the areas I would like to mention so that the AICTE, when it comes into existence, will take up these things. I am sure the technical education wing of the Ministry must have already identified many such courses and many areas where research and development should take place. At the same time, while taking up new courses, the existing courses also need to be refashioned, modernised and equipment improved so that the existing courses will not fall back and become outmoded.

The last point I would like to mention is about the finances. As I mentioned, the gross domestic product which is contributed by industrial institutions, industries alone, is about 25 per cent. All other services put together will make it more than 50 per cent. If more than 50 per cent of our income is dependent on technical and industrial areas, why should not the investment be doubled or tripled? That is why I am giving a justification. In other advanced countries, the funds provided are quite high. I would like to conclude by saying that technology has become international. It is no longer national. It has gone beyond the boundaries of any nation. When technology has become international, our funding should also be of the same order, as is provided for similar institutions abroad. While the cost of building will be less, the cost of equipment for modernisation of our technological institutions is perhaps more than that of other countries. Therefore, we should pledge our full measure of support to this Bill because this is a Bill which ought to have come, perhaps, more than a decade ago. I am glad it has come at least now. Better late than never.

On that saying, I feel that this Bill has to be given full support without any reservations. I am sure, while the first chairman would be the Cabinet Minister and the vice-chairman would be the Minister of State, some day it will be possible—the constitution is such—that there can be a non-official who could be a chairman or a vice-chairman. I do hope such a situation will arise so that AICTE will become a truly independent and national body.

SHRI NIRMAL CHATTERJEE (West Bengal): What you have said in your last point, you would desire it to come much earlier.

SHRI VALAMPURI JOHN (Tamil Nadu): Madam, I rise to register my protest to this Bill. This Bill is an obnoxious Bill. The reason is that the All India Council for Technical Educa-

tion Bill, 1987 strikes at the very root of federation. This is a gross violation of the principles of State autonomy. On the one hand this Government appoints Commissions like Sarkaria Commission to show that they are sharing powers with the States, on the other this is a gross violation of a kind of entry into the States' domain which will ultimately stifle the very cause of education in this country. This is stifling the very spirit of federation because all the powers are being taken away by the Centre.

This Bill in the series of other legislations goes to make States only an ineffective vassal; this is a Bill which tries to make States as glorious municipalities. Since it strikes at the very root of the federal spirit, we oppose the Bill, we register our protest very strongly. We could easily understand, when education is in the Concurrent list, there should have been a kind of consensus, agreement before bringing forward this Bill, but I find a clear case of conflict between an entry in the Concurrent list and the spirit in which this particular Bill is couched. There is a clear contrast because an entry in the Concurrent list necessitates that you should have consulted State Education Ministers, Vice- Chancellors of various academic institutions and so on. If it is in the Councurrent list, it does not mean that it is in the Union list. So, necessarily you should have consulted State Education Ministers, Vice-Chancellors of various universities. Have you done that? Was there a conference of the Education Ministers? How many Education Ministers approved your Bill, how many of them registered their protest? Is it that with the consensus of the State Education Ministers you are piloting this Bill? While I appreciate what all has been said by Professor Ramachandra Rao, who is one of the greatest educationists, I would like to say that there is a fall in educational standards. But the fall in the standards of education cannot be attributed to the fact that particular subject of education is handled by the States. We know for certain that there has been erosion in the standard of various educational institutions, it is not only in the technical education arena how do you say that this fall in educational standard is because educational institutions are being run by the State Government? It is not so because I can say that there are institutions which are exclusively run by the Centre. For example, University Grants Commission is in the hands of the Centre. There are umpteen number of institutions, mushroom institutions which are receiving funds from the UGC. There are lot of institutes in Kerala, Tamil Nadu and other States, like the Institute of Social Sciences, Institute of Applied Sciences, which produce lot of research works. If you have a cursory look at them, you will find that there is no serious study at all. A lot of money is wasted on their surveys and research productions. When you have the UGC exclusively in your hands, what kind of educational standards can you have? What is the kind of research material which has become popular? Just because education is the folio of States, you cannot complain that the educational standards have fallen. On the other hand, I would say, some of the technical institutes in Tamil Nadu have proved to whole of India, to whole of the world that they have a very improved system of education. For example, for years together—at least for 30 years we have had very many courses. For example, Prof. Ramachandra Rao said that we should have more and more courses. Most of the technical education institutions are confining themselves to the modest limits of only three branches—mechanical engineering, electrical engineering and civil engineering. But the real fact is that in Tamil Nadu, for example, in the PSG College of Technology, which is an autonomous college, at least for the last 30 years there have been more than 18 courses in computer science. In the last five years, I have found a kind of positive improvement in their curricula. He makes a mention of some other innovations. I would say that even aeronomical engineering is found in the curricula of the PSG College of Technology in Tamil Nadu. So it is not that there is no improvement. There is so much improvement. New courses are being taught. A lot of students take these up. A lot of innovations are being made in the technical institutions in the

[Shri Valampuri John]

State of Tamil Nadu. So to say that if they are within the purview of the State Government, there will be a fall in standards, there will be no more innovations, there will be no additional subjects like this, is a fallacy because you think that possibly you have to make all the States into glorified municipalities, ineffective vessals and you believe in a kind of unitary system. A kind of autocratic element is there in your mind. That is why you are taking all these powers in your hands.

When you speak of new courses in an area, in a particular State, they should be need-based, need-oriented. But where is the provision in the Bill for a curriculum to be introduced on need base, on need orientation? There is no such course at all.

Moreover, when you speak so much about the new education policy, I would like to draw your attention to the fact that your new education policy itself is being defeated by the introduction of the All India Council for Technical Education Bill, 1987, because Mr. Narasimha Rao has all along been saying that the new education policy has envisaged a kind of new vista for autonomy in educational institutions. There are a lot of autonomous colleges in my State of Tamil Nadu. But he said that in this autonomy there should be independence and there should be accountability also. "We are to strike a very correct path between accountability and independence". If it is so, is it not directly attacking the very basic postulates of autonomy in all educational institutions, because autonomous institutions have brought their own curricula, they are making a lot of innovations, a lot of improvements in my State compared to other States. But when that autonomy has been granted to the colleges, every thing is being grabbed, every thing is being taken away unceremoniously by the Centre. You are saying, on the one hand, that there is autonomy for educational institutions and you are caring only for accountability in the new education policy, on the other hand by introducing another Bill, you are taking away unceremoniously the same accountability which you say will be the basic *sine qua non* for he iew system of education. So this is the contradiction.

Again, I would say this is making the university into a dehydrated potato. Universities have no powers. All along the syndicate was there; syndicates were looking after the curriculum. They were running the technical institutions. There were Technical Boards in the States; Technical Directorates were there. By taking every thing into your own hands, you are stifling the spirit of universities. Their senates, their syndicates, their academic bodies have no relevance today as far as technical education is concerned. Here when you have brought this kind of an obnoxious Bill, your aim is not to improve the standards of education. In a way you think that possibly you have to grab all the powers, you should have all the powers to youreself. But I warn you that under the weight of these powers, this Government will fall. Thank you.

SHRI SANTOSH KUMAR SAHU (Orissa): Madam Deputy Chairman, at the outset, I would like to congratulate the Minister for bringing this Bill which is very timely and is required very much at this juncture. Actually in the objects of the Bill, it has been rightly pointed out that the All-India Council for Technical Education was formed in 1945 and after many decades we are discussing this Bill which is to give a statutory functioning to it. We are actually vesting it with some statutory powers. So it is a right step.

In these four decades, much water has flown down the river Ganges. We are the third largest nation having technical manpower. What we need urgently today is that there must be standardisation of technical institutions, upgrading of the quality of institutions so that we can properly train and mobilise our manpower resources for social upliftment, industrial growth and indigenous research which are very much needed in the country if we want to march ahead towards technical development and progress. Madam, in the Statement of Objects and Reasons appended to this Bill, in the beginning, it is pointed out that many of the private institutions in the field of technical educa-

tion have grown in a very haphazard way and lack infrastructure for the development of technical education. So, in 1981 the Council came to the conclusion that a stage had been reached when it should be vasted with statutory powers to regulate and maintain standards of technical education in the country. In 1985 the National Working Group also recommended such a thing and now this Bill has come.

Madam, at the outset I would like to tell the honourable Minister, through you, that under the Government there are three categories of technical institutions, the IITs--the best in the field—the Regional Colleges of Engineering and the Government Colleges of Engineering. But in the Government colleges there should be uniform standards. In the Government colleges, the same type of training and the same type of facilities are not there at present.

About private institutions, I would like to say that all the private institutions are not bad. Some are, of course, very bad. One has to agree that today no new institutions are being opened, probably because of paucity of funds. I do not know what is in the mind of the honourable Minister, but I do not understand why there is a ban on the starting of any new private institutions for technical education in the country, if you are giving highest priority for nation building. Any developed country, any country which has progressed, depends upon academic revolution. Academic excellence is one of the most motivating factors that lead to the industrial development and prosperity of a nation. So, we cannot neglect this sphere. This is one of the important aspects.

Now the question is, how these institutions for technical education can be developed. I was looking to the fact as to when these private institutions started and why we have been criticizing them. Many times we raised the question of capitation fee. There are technical institutions that levy huge amounts as capitation fees from the students but do not provide them proper education and training—which is unfortunate. When I saw the list, I found that this thing started in the year 1957 in some States and then it developed. As Prof. Ramachandra Rao rightly said, in one State alone 102 polytechnics were started in one year, and in many other States such institutions are there. Now when we want to have a body for proper technical education and its upliftment in this country, for proper coordination, training and development, can this body, which we are providing here, fulfil our hopes? While I appreciate the view of the Government to introduce something in the system of development of technical education, I have to consider much of the criticism that has been made by earlier speakers. What I see here is that by providing for supersession of the Council, the Government apprehends that the Council may not achieve the objective of this Bill. When the nominated membership is more than two-thirds of the total membership, it will be very unfortunate if these people take less interest in promotion and development to achieve the objectie sometimes, when the body collapses. So, I feel it is time that we must have specific functionaries who will really look to the development of technical education. Otherwise we will fail in achieving our objective as we failed with the Council earlier. This is one more important thing.

Madam, the other important thing is about new subjects. In our country we have neglected the approach to indigenous research. In every other developed country, they lay emphasis on technical institutions for development and research. Every local industry contributes funds to the local technical colleges for the development of research, without which, probably, the industry will not benefit and the country will suffer. In our country this aspect has not been looked into and, therefore, we should now give a new direction so that these institutions because centres of research for indigenous sciences and technical growth in our country, without which, probably, the manpower that we are training will not be able to deliver the goods for social development.

One more thing I would like to say is that it is very essential that we must

[Shri Santosh Kumar Sahu]

take a radical line if we want to improve technical education in our country because, after reaching a stage where we are the third nation having the largest technically-trained manpower, until we have a qualitative improvement, until we bring about a certain uniformity of standards in all our technical education institutions not only at the top but at the bottom also, we will be bringing about a crisis. Then, I am shocked to see that in our country today we have no proper perspective manpower planning and planing for employment. As Prof. Rao said, we produce many engineers in different branches, but they are unemployed today in our country. They are a waste. The social cost is a burden on this country. The brain-drain theory was referred to by the Minister for Agriculture earlier. Twenty per cent of the students produced by the IITs, the best institutions in the country, go aborad for service. It is a very shocking atmosphere in the country. When we need more of brilliant scientists, there is no scope for research for them

So, now, at least some beginning has been made to provide proper pay to university scholars by the UGC. What I feel is, until we act in a very radical and dynamic way, it will not give new light for the promotion of technical education and development of technical personalities in the country. As we have seen in other countries, as many of the previous speakers have said, politechnics must be connected with the industries, and that must be made compulsory under an industrial Act so that the requirement of the persons for the locality, for the development of the industry, is connected with the training. Then, they would contribute to the development of the industry. There is no question of only education, but it should be linked with industrialisation so that the end product is better, the youth are employed and better economic conditions are generated. These are very important aspects which we have to look into and without which probably we may fail in our mission for which the Bill has been brought.

Then, coming to another point, as Mr Mostafa Bin Quasem has rightly pointed out, it is true that the Government has brought a rationale to constitute a committee under this Bill. But, many of the States which are not lucky to have their names in the alphabetical order at the top, will come probably after two decades because we have many States who may also be backward. What steps are you taking to promote technical education in the backward States? Probably many private institutions are not there. The Government technical institutions are lacking. But natural resources also we require for development. These aspects also we have to look into if we want to make a coordinated effort at planned development for technical development, for industrial growth for the benefit of the nation. This aspect probably in the Bill we have not covered. I think the Education Minister who has brought the Bill, will incorporate in the regulations more of these new ideas for greater benefit of the society.

In technical education sometimes we forget weaker sections, poor people, though in the objectives we have said it. It is more important. The practical problems of the weaker sections can be studied by the engineering colleges. But, basically, we are primarily an agricultural country. We have problem for technological upliftment. How to do it with less cost must be looked into at higher levels. Of course, that is a different branch. But, up till now, we have not given much stress on it. Soil conservation, water management, all these things are also required so that they can bring better development of the whole country. We are facing a lot of crises due to natural calamities and other things. That can be looked into with urgency. That can solve many of the problems.

So, while this Bill is wholesome, it requires some of the new thoughts. I would like to say that I entirely agree with my previous speakers that more technical experts must be associated in this Committee, with whom probably the academic excellence cannot be achieved, what we aim through this Bill. Academic autonomy means that excellent people in education should dominate this. Probably, in our outlook we think of financial rigidity,

checks and balances more than of achieving academic excellence. These are some wrong notions of the management of administration. They must go. Actually, academic excellence and academic revolution can usher in new age. We must incorporate them in the Management Committee.

I have to say that the whole functionary is the Chairman. Probably it is very good. He can give a new direction. It is his creation. Vice-Chairman is the next man. Then comes the Secretary. Others are all associated and they are from different institutions. So, I think like the UGC, they will have hardly any time to devote for the main purpose. It will be only a fund granting body giving some liberal recommendations. In such a situation it will not be able to achieve its objective. The UGC has been criticised many times. This organisation will also face the same problems. If we want to have an academic influence in it, then there must be visiting and rotating professors, who should be professors of eminence and they must go to the backward areas, visit the institutions, remain there for some time and help these institutions to come at par with other institutions. Untill we have exchange of new and marvellous ideas for scientific development, it would not be possible to develop the backward institutions. There is a need for new ideas coming up from the scholars and visiting professors from various universities. They must also be involved for giving encouragement to these institutions. These scholars and professors, when they visit these institutions, must, of course, be provided with extra facilities and remunerations so that they also feel encouraged to spark off genius and create an atmosphere among the students to be able to earn something and come up to the expectations of this system.

Since this is a new beginning, I feel a statutory body must be created for it. My first suggestion is that academic and brilliant people with technical knowledge must be associated with it. The States must be consulted so that we can make it really effective. Third, the Government at the Centre should give balancing grants to the States if they agree to abolish all the private institutions, Fourth, we must introduce a system of inviting scholars and professors from different institutions. Such people of eminence, when they visit these institutions, must be paid compensation and monetary allowance. We must try to create an atmosphere for generating excellence in these institutions. Lastly, these institutions should be made centres for research for tackling local problems and for their development. If we do this we can do a great social job for the service and development of the country.

With these words, I strongly support the Bill.

THE DEPUTY CHAIRMAN : Now, the House stands adjourned for Lunch and will meet again at 2.30 p.m.

The House then adjourned for lunch at twenty-eighth minutes past one of the clock.

The House reassembled after lunch at thirty-three minutes past two of the clock.

The Vice-Chairman (Shri Jagesh Desai) in the Chair.

PROF. C. LAKSHMANNA (Andhra Pradesh): Mr. Vice-Chairman, Sir, the particular Bill introduced by the Minister for Human Resource and Development only proves that this Government is interested in white papers and black Acts. This particular one is not merely a black Act but also it is an obnoxious Act. It is a reprehensive Act. It erodes the very fundamental principles for which this country stands for. I would like to prove this at two levels. It encroaches upon the rights of the States undermining the principle of federalism on the one hand and on the other hand, the established principle of autonomy of the universities. The only stand that can be taken by the Government is that we have included education in Concurrent List. It the Government goes on with Bills and Acts of this nature such as given then we have to go into the very definition as to what is meant by Concurrent List. Things are

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clear as to what is a Union List and what is a State List. There has been a lot of confusion regarding this Concurrent List. I would like to know from the Minister what is the understanding and definition of Concurrent List which they have in mind. If by Concurrent List we mean that there shall be a cooperative endeavour an understanding between the States and the Union with regard to some States which fall within the scope of both, then any legislation, any activity and any programme concerned with this Concurrent List should have *ipso facto* been as a result of the consultations between the States and the Union. The meaning of a particular programme becomes clear only when all the concerned parties have been pooled together, they have joined together and they have been able to debate, dilate, discuss and arrive at a conclusion that this is the best way by which all of us can work together. From the information that is available, it is very clear that there has not been enough consultation with the State Governments and much less with those who will be affected by this, namely, the universities and colleges, more particularly the technological institutions in this country.

Mr. Vice-Chairman, Sir, if we carefully look into the clauses of this particular Bill, it is very clear that some of the functions which have been performed by the universities not only in this country but all over the world, namely to formulate prescribe, to standardize and to effect changes if any, in the curriculum, in the syllabi of different subjects have been the prerogative of the university but by this particular Act, when it becomes an Act, if you look into these clauses—that is 13(1), the Council shall establish the following Boards of Studies, namely, they have given five Boards of Studies—this will make inroads into vocational education; this will make inroads into education; this will make inroads into undergraduate studies in engineering and technology; this will make inroads into postgraduate education and research in engineering and technology and finally; this will make inroads into management studies, which means, the engineering faculties, the management faculties and other such faculties which are now functioning in all the universities in the country, will have to be guided by what is known as the things which are being framed by these five boards of studies which are constituted under this. I have deliberately made emphasis on the way in which this particular Bill is making the university autonomy an untenable proposition. I have not gone into the other propositions namely, how it is affecting the States. I am not going into it. That is a very dear concept to me for believing in federalism, for having a shared cooperative endeavour on the part of all the people, put together, represented by the Union and the States. That should be the guiding principle. I am not going into that at all. But having been in university, having been associated with these boards of studies, faculties, senate and so forth over a period of two-and-a-half decades, I feel very disturbed when a Bill of this nature comes and ultimately takes away the autonomy. I do not know what the courts ultimately will have to say. The courts in one case said, university autonomy is a pious cow. It should not be disturbed. But I will say, if somebody goes to court we do not know whether they will hold the same view with regard to inroads that are being made into the university autonomy in terms of these boards of studies. This will be a test. This will be a test for the judiciary even. From the floor of this House, I would like to make this warning that this particular Bill, when it becomes an Act, will be a test for the judiciary and the judiciary, on its own, should take up this issue even if somebody comes forward or not. If they do not take it up, it will be a test for the judiciary itself. It will be a much severe indictment of the Government. This is one example that I have given. Therefore, I have stated how it is going to make inroads into the university autonomy.

Then I will come to the other point namely, who are the people to represent a particular stream of thinking? Who are the people, who would represent a particular body of knowledge; who are the people who have to represent a particular cross-section of the society? There has been a continuous effort made with the

connivance of even the U.G.C., with the connivance of some of the State Governments even, I do not mind even saying, to make inroads into the principle of representation, from election to nomination to appointment is the process through which they would like to shape the opinion if this country. Mr. Vice-Chairman, Sir, as it has been pointed out, there are 52 members in this high body, out of which eight are those who will be representing in the alphabetical order, the States and they will be sent to the States or the Union Territories in which the Union Government will appoint them. Assuming that they are coming from the State Governments, even assuming that out of 52, we will be left with 44. Out of this, there are 12 who are ex officio. These 12 ex-officio will represent the bureaucracy and so on and so forth. I have no quarrel over that. But what is imporant is, out of hese 12, four ex-officio will, in turn, be appointed by the Government. This is a funny funnelling of things. Out of these four people are he Chairmen who will be appointed in turn, by the Government and they will become ex-officio. That means, the Union Government makes several appointments, not even nominations but appointments. When somebody is appointed, he is bound to have relationship is a particular way, with the institution that is appointing him. If somebody is nominated, he is bound to be affiliated to or have relationship with the institution from which the nomination has come in a particular way. If a person is elected the relationship will be altogether different. Therefore, the entire concept of this Council has been croded by resorting to the principle of appointment. This is the second point.

THE VICE-CHAIRMAN (SHRI JAGESH DESAI): Please conclude.

PROF. C. LAKSHMANNA: I will not take much time. I am very reasonable.

THE VICE-CHAIRMAN (SHRI JAGESH DESAI): I know you can speak for three hours. But the time available is very limited.

PROF. C. LAKSHMANNA: I will come to the other important thing. What is the basis for thinking in terms of an Indian Council of Technical Education? One emphatic basis, which has been constantly repeated, is the mushrooming of engineering and polytechnic institutions. By such mushrooming these institutions have brought down the standards of engineering education. In this case, as one who has been in the field of education for quite some time, I would like to tell the hon. Minister, "Yes, there has been some lowering in the standard". But, it does not mean that the average standard of engineering education has gone down in this country. When we go in for universitisation of primary education and a larger base of knowledge, a larger base of educational process, at the initial stages, there is bound to be some lowering of the standard. If we have to offset that, we have to take more prospective steps in the right direction. But what is done in the name of curbing the mushroom growth? In the entire Bill, there are only four sub-clauses in clause 10, (j), (k), (l) and (m); which deal with these menances of capitation and commercialisation of engineering and technical education and so on. Therefore, instead of attacking at the proper place, there has been a misplacement of the whole thing. I would like to say one thing. There could have been guidelines to be followed by the State Governments. Where they are coming nearer, you can always have a discussion. I can, in this connection show that if a particuar State Government is willing—it is a burden sometimes—this can be curbed. I will not be indulging in self-praise if I point out that the Andhra Pradesh Government has abolished capitation. It took over a heavy burden. Fourteen colleges had to be taken over. Money had to be found. Money has been funelled so that the meritories and the people who belong to the weaker sections of the society may not be affected by money power so that their seats cannot be purchased by those who are capable of

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doing it. So, if there is a cooperative endeavour, collaborative endeavour, on the part of the Union Government and the State Governments it could be possible. The example of Andhra Pradesh shows that it is possible. On the floor of this House two years back they said, 'We are going to take steps to curb it". In the meanwhile in two States there were a number of private colleges and they were allowed 40 per cent management quota and they were allowed to charge a higher fee and now you are coming forward and saying, "We will do it." By this time the rules are framed, as it happened in many other States. There may be one more year left and those colleges would have made their money. Therefore, I do not see any sincere desire on the part of the Union Government to curb this evil. What is happening is in the name of taking an opportunity they want to take as many powers as possible. Finally, therefore, I say there is a tendency, there is a very wrong tendency, of resorting to draconian laws by which they have been constantly trying to take over the powers of the State Governments. In the long-run centralisation takes place which is no solution. It was not for nothing that Mahatma Gandhi throughout his life struggled to preach the principle of decentralisation. A solution to the problems of this country lies ultimately in decentralisation. You can never have a central body deciding what should be done or what the correct course should be for a particular problem, for a particular areas. It is those people who are working in those institutions, those areas, who should be enabled to play their part, who should be given all help and encouragement. With these words I would request the Minister kindly to reconsider the matter. Having waited this long, you are not going to lose anything if you wait a little more. Kindly elicit public opinion, kindly elicit the opinion of the State Governments and then come forward with a agreed, acceptable, legislation which will be a cooperative endeavour, a collective endeavour, to improve technical education in the country. Thank you.

SHRI VITHALRAO MADHAVRAO JADHAV (Maharashtra): Mr. Vice-Chairman, I rise to support this Bill. While supporting the Bill I am deeply pained to see this Bill and I do not understand with what intention this Bill has been brought before this House. And when I decided to speak on this Bill I thought Government was going to monitor properly the technical education system in the country. Going through this Bill I saw the procedure for appointment of the Council members, I saw the procedure for appointment of Executive Committee members. All these members are proposed to be appointed, not elected, not selected, from the universities and colleges or from the rural areas. I really wonder we are speaking the language of entering the 21st century. Technical education is of prime importance for modernisation of this country. If we want to monopolise the technical education system with some specific class, with some specific people, then—I do not know—nothing will be worse than this. I remember reading Irwin Vallace's 'R. Document' in which he incorporated everything systematically, how to monopolise things. This Bill is a sort of that R. Document on technical education. Secondly, when we look at technical education in this country—I have heard my friend, Prof. Ramchandran, speaking—there is no question of compromise with standards; we must have certain standards; we must have standard teachers; we must have standard colleges. At the same time, as my friend has said, in one of the States there are 61 engineering colleges and 100 polytechnics. That is true. There are 61 engineering colleges and 100 polytechnics. But we must understand that Maharashtra is a State which is industrially progressive and that is because of the industrial and technical education movement in Maharashtra and one cannot deny this fact. If you go to Pune, you will find that thousands of new industries have come up or have been set up and the industralists are the engineering graduates who have passed out of either the Government engineering colleges or the private engineering colleges in Maha-

rashtra. What did Vasant Dada Patil do when he was the Chief Minister? What did he do when he found that Maharashtra State, with a population of six crores, had only ten engineering colleges in the State? The Government of India also does not provide large funds to the States. Of course, I understand the urge of the Members and I understand the anxiety of the Members which is that the poor people should get technical education. Well, to get admission in the engineering colleges today, a student has to secure 90 per cent marks. Only pupils with 90 per cent marks get admission in the engineering colleges. Now, after starting more engineering colleges in the private sector, the marks percentage has come down to 75 per cent. The students who are studying in the rural areas, the topmost students among them, do not get more than 70 per cent for getting admission in the engineering colleges. If you make a every of the engineering and medical colleges in Aurangabad, you will find that sixty per cent of the admissions go to the people of one community who are the upper-class people who have the facilities, educational facilities, and who are urban-based people. There is another worry in the minds of the upper-class people. These engineering colleges are charging much more fees. I agree. But if we compare the fees charges in the Government engineering colleges and the per capita expenditure on students in the Government engineering colleges, we will then know how the engineering colleges are run in Maharashtra. In the Government engineering colleges, the per capita expenditure on students is sixty thousand rupees and, in Maharashtra the Government has allowed officially the institutions to charge Rs. 7,500/- and even with these fees, out of the fifty engineering colleges in the private sector 35 colleges are doing very well. And, Sir, I am also concerned with one of the private colleges, the MIT, which is one of the renowned engineering colleges in this country. Even the UNFSCO team visted it. And I remember so many Members of Parliament writing to me and requesting me, "So and so is a relative of mine and he should be admitted in the Maharashtra Institute of Technology" in India. The credit does not come to me, but it goes to the professors. We have formed a society of the professors, professors of the engineering colleges, and they have opened this Institute. There is nothing wrong in it. There are so many Government engineering colleges. Of course, the question of having a monitoring system for technical education is something different. It should be properly formulated. I entirely agree with you. I entirely agree with the honourable Members that 25 per cent or 30 per cent of the seats should be freely made available to the rural students. I am of this opinion. I am saying this because in our college we have made a provision that about twenty five per cent of the seats should be given to the rural students and precedence should be given to them. The Government must assist those engineering colleges which are doing very well either in Maharashtra or in the other parts of the country. Technical education should not be in somebody custody and I am of that opinion. You see the position of doctors. If one student gets through the MBBS and goes on doing private practice, he conotucts a small hospital and earns lakhs of rupees. That means we have created a system of monopoly in medical education. We do not require people who are full-fleded doctors. We require only people who have some knowledge of medicine. There are common diseases like fever, virus infection and so on. Such small complaints are there and there are cases of small injuries. For treating these things we do not require medical graduates. But somehow we have what is called the monopolisation of medical education. Even the Medical Council has not allowed starting of new medical colleges and some people have monopolised this education. India is a country of eightly crores of people. According to the international standards, there should be one doctor per one thousand of population. It is not necessary that we should have full-fledged doctors. But some medical assistance should be readily available to the people. From this point of view we must approach the problem of technical

[Shri Vithalrao Madhavrao Jadhav]

Sir, under this Bill, everything is monopolised. I would have appreciated if the Minister had brought some proposal for some 25 per cent from the official category and 75 per cent from colleges, various colleges—medical colleges, engineering colleges and other technical education. Sir, we are also proud to see that India is a country which is having the largest technical manpower. And when we are having the largest technical manpower, and actually we require that technical manpower, our main concern should be to reduce the pressure on agriculture and to put more people in industry. That should be our main concern because we have got the largest pressure on agriculture. When the fertility of the land is being eroded, how are we going to feed the people? So we must divert a huge population from agriculture to other professions—industry, commerce and trade or anything. I am for the generation of employment where technical education can support us. So technical education should be made freely available to all the people. I would like to request the hon. Minister, through you, Sir, that certain technica colleges, engineering collegse. Medical Colleges etc. are placed in the rural areas. How many people are getting opportunities? Are you having any data as to how many rural-based students have got admitted in the engineering colleges and how many of them in the medical colleges? If you go into that figure you will find it is very discouraging.

Now, we must have the need-based education. Sir, we have engineering and medical courses. But we have also the land mass and the sea mass. We must know how to utilise this biggest land mass in this country, or the sea mass, oceanography? We have got an equal area of the sea also. So we must include in the technical education so many things, not only engineering and medicine. We must see that agriculture also is made a part of the technical education, because for a man who works with his hands and brain, that education as per my definition is technical education. And for a man who is properly trained either ment or fishey or anything else, education should be treated as technical education, and some standardisation should be made in this respect.

Sir, even monopolisation of education in the field of technical education is supported by the Press also. Sometimes we have seen that the Press, either concerned with Mr. Goenka or somebody else, start criticism of rural development, not directly but indirectly. Either they will criticise our technical education or they will criticise our education. And they do so in such a way that we must come to their agreement. But we must formulate our own policies. They should not be disastrous for the rural population. We should not come under anybody's pressure. We must have our own educational policy.

Lastly, I request that extension of education in the rural areas must be on a war footing. Every district must have at least one medical, one veterinary, one agricultural, one environmental and one forestry college if you want to develop this country properly. The imbalance in technical education in the rural areas and urban aeas should be totally finished. I want that technical education should not be kept in anybody's custody. We must have a liberal policy on this. We must see how to bring about mass participation from the rural India in the urban areas, otherwise the urban India is also getting back to a mass of slums like the rural India. We are not sitting here to create a mass of slums. We are here to create a modern India, a clean India and a better India.

With these words, Sir, I conclude. Thank you very much.

THE VICE-CHAIRMAN (SHRI JAGESH DESAI): Mrs. Sahi, how much time will you take?

SHRIMATI KRISHNA SAHI: I Will take about 25 minutes or 30 minutes.

THE VICE-CHAIRMAN (SHRI JAGESH DESAI): So we have to complete the discussion within 25 minutes. (*Interruption*). The time allotted for this is 2 hours. One hour and 20 minutes are already spent. Mr. Ashwini

3.00 P.M.

श्री अश्विनी कुमार (बिहार) : उपसभाध्यक्ष महोदय, यह सबसे बड़ा अन्याय हम लोगों के साथ है क्योंकि हमको बाद में बोलने का मौका मिलता है और सारा नियंत्रण बाद के बोलने वालों पर लगाया जाता है। मैं आपसे निवेदन करना चाहूंगा कि जिस प्रकार से पहले वाले स्पीकरों को बोलने दिया, उसी प्रकार आप हमको भी बोलने दीजिए। राज्य सभा की यह परंपरा है कि दो घंटे का समय अलाट हो तो भी तीन और साढ़े तीन घंटे लग जाते हैं आप हमारे साथ अन्याय नहीं करेंगे, ऐसी हमें आशा है।

उपसभाध्यक्ष (श्री जगेश सहाई) : ऐसा नहीं होगा। I allowed Mr. Jadhav only ten minutes. He could take more time.

श्री अश्विनी कुमार : माननीय उपसभाध्यक्ष महोदय, टेक्निकल शिक्षा की दृष्टि से यह बिल लाया गया है जो सदन के सामने विचाराधीन है। मैं अपने उन सभी साथियों के साथ सहमत हूं जिनकी यह राय है कि यह विषय राज्यों का है और इसे कांकरेंट लिस्ट में डाल दिया गया है जिसके कारण इसके ऊपर ध्यान नहीं दिया गया है। इसकी तरफ में आपका ध्यान आकृष्ट करते हुए मंत्री महोदया से कहना चाहूंगा कि 1981 में जो सुझाव ऑल इंडिया काउंसिल फॉर टेक्निकल ऐजुकेशन ने दिए थे, चार साल तक सरकार क्या कर रही थी ? चार साल के समय में सरकार के पास फुरसत नहीं थी कि प्रान्तीय सरकारों की इस बारे में राय लेती ? सभी राज्य सरकारों से इतने समय में राय ली जा सकती थी। लेकिन सीधे केन्द्र से बिल बनाना और उसे राज्यों पर लाग करना यह उचित नहीं है, अनावश्यक है, महोदय।

महोदय, 1985 के बाद भी आपने कुछ नहीं किया और 1987 में आप यह बिल ला रहे हैं। जहां तक इसके विषय का संबंध है, यह विषय उचित है, लेकिन मुझे ऐसा लगता है कि मंत्री महोदया को सारे देश की बजाए अपने राज्य की कारण वह यह बिल लाने के लिए मजबूर हुई हैं।

श्रीमती कृष्णा साही : माननीय सदस्य ने जो कहा है अपने राज्य की बात, तो अपने राज्य से इनका क्या मतलब है ?

श्री अश्विनी कुमार : जिस राज्य से आप और मैं प्रतिनिधि हैं, वह राज्य है। यह देश तो नहीं है, राज्य है। मैं हिन्दी में बोल रहा हूं... (**व्यवधान**)

श्रीमती कृष्णा साही : मैं भी तो हिन्दी ही बोल रही हूं... (**व्यवधान**)

श्री अश्विनी कुमार : जिस राज्य का आप और हम प्रतिनिधित्व करते हैं वहां की आज स्थिति यह है कि सारे लोग बेरोजगार हैं। वहां पर पोलिटिकल लोगों ने इतने अधिक टेक्निकल ऐजुकेशन के कालेज, इंजीनियरिंग कालेज, पोलिटेक्नीक खोल दिए हैं कि सरकार की कोई नीति नहीं है जिसके अनुसार उनको खोलना चाहिए। उनके अंदर बड़ी बड़ी रकमें, कैपिटेशन फीस आदि ली जाती है। राजनीतिक आशीर्वाद से ली गई और आज उनकी स्थिति दयनीय हो गई है। कहीं मकान नहीं है, बिल्डिंग नहीं है, झोपड़ियों में स्कूल कालेज खुले हैं, 50 हजार, 60 हजार की कैपिटेशन फीस लोगों से ली गई है जिसे आप बंद कर सकें तो हम उसका स्वागत करेंगे। लेकिन जिस ढंग से यह चलाए जा रहे हैं वे उचित नहीं है। इसमें खाली टेक्निकल ऐजुकेशन नहीं है, बिजिनेस मैनेजमेंट भी है और मैं जानता हूं कि आज देश में एम बी ए० की डिग्री बहुत महत्वपूर्ण हो गई है। डाक्टर और एम बी०ए की डिग्री की कीमत ज्यादा है। हमारे प्रदेश में खासकर डिग्री वालों को कितना दहेज मिलता है, इस पर उनका महत्व आंका जाता है। आई.ए.एस. के बाद आज एम.बी.ए. की बारी आ गई है। इसलिए हमारे प्रदेश में जो कालेज खुलते हैं, उनको चलाने के प्रयास में सरकार उनका अधिग्रहण करती है। इसलिए मेरा निवेदन है कि केन्द्र की नीति है कि इस प्रकार के

[श्री अश्विनी कुमार]

चाहिए तो इसके लिए आप को राज्यों को साथ लेना पड़ेगा । यदि आप दृढ़ निश्चय कर लें कि ऐसे कालेज नहीं चलने देंगे तो आपको यह निश्चय करना पड़ेगा कि जितने छात्र चाहते हैं एम०बी०ए या इंजीनियरिंग उनके लिए आवश्यक मात्रा में कालेज खुलें । सरकार के पास धन नहीं है और राजनीतिक प्रश्रय पाकर लोग पहले कालेज खोलते हैं और छात्रों का जीवन बरबाद करते हैं । मेरा सुझाव है कि जिस प्रकार से मेडिकल काउंसिल है जो एम० बी० बी० एस , एम एड० का स्तर निश्चित करती है तभी कालेजों को रिकाग्निशन मिलती है वैसा ही टेक्निकल ऐजुकेशन में भी आप कीजिए । आप नहीं देंगे तो आपकी डिग्री रिकोगनाइज नहीं होगी । मेरा सुझाव है जो स्टेटुटरी बाडी बनायी जा रही है जिस प्रकार से इसका गठन किया जा रहा है और जो इसका विरोध किया गया है मैं इसका समर्थन करता हूं । अगर इसका काम इतना ही हो कि अध्यापक जैसा होगा, उसका कैरीकुलम स्टैंडर्ड वैसा होगा यह देखना होगा तो बात और है और जिस प्रकार से मेडिकल में है इस प्रकार से नियंत्रण करने का काम करें राज्यों के साथ मिलजुल कर तब तो सारे देश में टेक्नीकल एजुकेशन का एक स्तर लाने का काम कर सकते हैं । परन्तु आज जिस ढंग से यह बिल आया है जिस ढंग से इस के अन्दर कौंसिल बन रही है वह सरकारी अधिकारियों की एक कौंसिल होगी । मैं जानता हूं सरकारी अधिकारियों की कौंसिल किस प्रकार से काम करती है, इसके अन्दर कितने इंजीनियर्स होंगे कितने एम बी ए होंगे उनकी संख्या बहुत कम है । उसमें बहुत सारे पार्ट टाइम करते हैं और इनमें सरकारी अधिकारियों की संख्या बहुत बड़ी है । आज जिस प्रकार की शिक्षा दी जा रही है उससे शिक्षा का बंटाधार हो रहा है । शिक्षा जो दी गयी है वह बुद्धि का विकास करने के लिए दी गयी है । किन्तु आज तक हमारे कैरीकुलम के अन्दर कोई भी ऐसा काम नहीं किया गया है जो मनुष्य के हृदय को छू सके । क्या हमारी सारी शिक्षा पद्धति में कहीं भी हमारे देश भारत, भारत, माता के बारे में, देशभक्ति के बारे में पाठ पढ़ाया जाता है ? क्या इंजीनियरिंग, मेडिकल कैरीकुलम में इसे लाने का कोई प्रयास किया जा सकता है ? जनरल एजुकेशन में इसका कहीं प्रयास नहीं है बल्कि इसके विरोध में भावनाएं उत्पन्न हो रही हैं जिसकी ओर विशेष ध्यान देने की आवश्यकता है ।

दूसरे मैं यह कहना चाहता हूं कि हमारी लोप साइडिड प्लानिंग है । हर साल 13 हजार डाक्टर उत्पन्न होते हैं, पास करके निकलते हैं जबकि केवल 7 हजार नर्सेज हैं । नर्सेज का काम होस्पीटल में ज्यादा है परन्तु इस प्रकार की प्लानिंग हमारे केन्द्रीय मंत्री ने बना रखी है कि इंजीनियर्स ज्यादा हैं और टैक्नीशियंस की कमी होती जा रही है । कई होस्पीटल ऐसे हैं कि 1985 से टैकनीशियंस की मांग की गयी लेकिन नहीं मिले । एक्सरे के टैक्नीशियंस की 268 पोस्टें खाली पड़ी हुई हैं क्योंकि मिले नहीं । मोल्डर्स की 100 जगह खाली हैं, इलेक्ट्रीशंस की बहुत सी जगह खाली पड़ी हैं, वायलर्स की जगह खाली पड़ी हुई हैं केवल इंजीनियर्स और डाक्टर्स भरे हुए हैं । इसकी ओर ही विशेष प्रैसर दिया जा रहा है । सारे पालिटेक्नीक्स में इस प्रकार की व्यवस्था की जाए जिस प्रकार हमारे मित्रों ने जिक्र किया है । इंजीनियरिंग और मेडिकल के साथ सैकड़ों ऐसे विषय हैं जिसका वर्णन हमारे विद्वान मित्र रामचन्द्र राव ने किया । मैं दुबारा दोहराना नहीं चाहता । जब हम पढ़ते थे तब भी तीन विषय थे और आज भी हम जब 21वीं शताब्दी में जा रहे हैं तब भी वही विषय रखना उचित नहीं है ।

दूसरा मेरा कहना यह है कि जो हम टेक्नीकल एजुकेशन की बात कर रहे हैं इसका स्तर निर्धारण होता है अध्यापकों से । अध्यापक आते हैं इंजीनियरिंग कालिज से एम० एस० सी० करके एम० डी० करके । इनका टैक्नीकल

एक्सपीरियंस निल होता है। जिन विद्यार्थियों को टेक्नीकल एजुकेशन दी जाती है वे भी साल-दो-साल एप्रेन्टीसशिप करके आए हुए होते हैं। इसलिए अध्यापन के साथ उनको प्रैक्टीकल ट्रेनिंग देना भी बहुत आवश्यक है। जब अध्यापकों की प्रेक्टीकल ट्रेनिंग होगी तभी तो विद्यार्थियों को भी प्रेक्टीकल ट्रेनिंग दे पायेंगे। जो हमारे टेक्नीकल एजुकेशन के लोग हैं ये कल को नौकरी करेंगे, ट्रेड के अंदर, इंडस्ट्री के अंदर, कामर्स के अंदर, पब्लिक सेक्टर में। उनसे अगर तालमेल नहीं होगा तो वे नौकरी में सफल नहीं हो पायेंगे। हम कई बार गर्व करते हैं कि हमारा देश थर्ड इंडस्ट्रियल नेशन इन द वर्ल्ड है। मैं जानना चाहता हूं कि क्या हमारे पास पर्याप्त टेक्नीशियंस हैं? मैं अपने पब्लिक सेक्टर की बात कहूंगा। ढाई सौ पब्लिक सैक्टर केन्द्र के हाथ में हैं। उनके चीफ एक्जीक्यूटिव की पोस्ट, टैक्नीकल डायरेक्टर की पोस्ट के लिए कोई व्यक्ति नहीं मिलता है। साल, दो साल, पेंडिंग पड़ी रहती हैं, तीन साल तक पेंडिंग पड़ी रहती हैं। कारण यह कि योग्य व्यक्ति को हमारे यहां से ज्यादा सुविधाएं अमेरिका और अन्य देशों में मिल रही हैं। योग्यतम हमारे लोग ब्रेन ड्रेन होकर बाहर जा रहे हैं। उनके लायक यहां काम नहीं है। इसमें साइंटिफिक एजुकेशन का प्रश्न है। मैं जानता हूं इंजीनियरिंग एजुकेशन के बहुत सारे विद्यार्थी विदेशों में चले जाते हैं। हमारे बहुत से साथी विदेशों में चले गये इसलिए नहीं कि वहां पर पैसा ज्यादा मिलता था बल्कि इसलिए क्योंकि वहां पर काम करने की सुविधा थी, कालेज में रिसर्च करने की सुविधा मिलती थी। उन्होंने वहां वह रिसर्च करके दिखाई है जो हमारे यहां नहीं है। हमारे इंजीनियरिंग कालेजों के छात्र अमेरिकी स्पेस प्रोग्राम में वहां पर टाप पर बैठे हुए हैं। हमारे पास स्पेस के क्षेत्र में जानकारियां नहीं हैं इसलिए हमारे राकेट फेल करते हैं लेकिन वे छात्र अमेरिका के राकेटों को चलाते हैं। यह हम सब को पता है कि हमारे देश के नवयुवकों का उसमें बहुत बड़ा योगदान है। महोदय, शिक्षा के अंदर ऐसी पद्धति विकसित होनी चाहिए जिसमें इंडस्ट्री, पब्लिक सेक्टर, प्राइवेट सेक्टर और कामर्स इन सब का समन्वय हो। अभी तक इस बात की ओर ध्यान नहीं दिया गया है। इसलिए इस ओर विशेष ध्यान देने की आवश्यकता है।

अंत में मैं इतना ही आपसे निवेदन करना चाहूंगा कि इसको मैंडेटरी स्टेच्युटरी न बनाते हुए इसको केवल डिग्री और कोर्स को नियंत्रित करने का बोर्ड बनाया जाये और इसके साथ साथ राज्यों की जो भावनायें हैं, कांकरीट लिस्ट में क्योंकि यह है, इसलिए इस पर विशेष ध्यान दिया जाए। आज स्थिति यह है कि जो सरकार केन्द्र में हैं वही सरकार सभी राज्यों में नहीं है। केंद्र में जिस पार्टी की सरकार है सभी राज्यों में उसी पार्टी की सरकार नहीं है, इसलिए इससे तनाव खड़े हो सकते हैं, भविष्य में शिक्षा के क्षेत्र में तनाव और झगड़े खड़े हो सकते हैं। इसलिए यदि हम इनको ठीक ढंग से चलाना चाहते हैं तो कल क्या समस्या खड़ी हो सकती है इस पर भी ध्यान देने की आवश्यकता है।

महोदय, अंत में मैं यह कहना चाहता हूं कि यह जो स्टेच्युटरी बाडी बनाई जा रही है यह केवल डिग्री और कोर्स तक सीमित रहे और अन्य चीजों को नियंत्रित करने का अधिकार इसके हाथ में न रहे, यह निवेदन करते हुए मैं अपनी बात समाप्त करता हूं।

DR. (SHRIMATI) SAROJINI MAHISHI (Karnataka): I do welcome this effort on the part of the Government to bring a sort of Bill which will include the whole of technical education in the country. The All-India Council for Technical Education was set up in 1945, that is, before independence. Later, of course, a number of mushroom engineering colleges and technical institutions came into existence and it has been very difficult for the Government to ensure that quality of education is maintained. Therefore, this attempt

[Dr. (Shrimati) Sarojini Mahishi]

In its final meeting, the Council made it a point that a working group, a study group, should be appointed so that it will go deeper into it and offer concrete suggestions so that quality of technical education is maintained. This was set up in 1985 and its report was given, and now we have before us the All-India Council for Technical Education Bill.

I do not know whether the All-India Council of Technical Education which was there earlier, with some amendments could have been able to continue to exercise the necessary powers under the circumstances, or whether it is altogether a different body. I do not know whether an altogether different body has come into existence now or whether the nature of the old body is going to change. Perhaps, it is altogether a different body, with more than 48 members, or nearly 52 members, comprising of representatives of different technical institutions and interests in the country. I do not know exactly as to what is the representation given to the States. Medical and Technical Education is a State subject. As far as medical education is concerned, it does not come under this technical education. There is All-India Medical Council also. Therefore, it has been separated from this body. But thousands of other technical institutions are going to be included in this category.

A number of bodies which are imparting different kinds of technical education in the country have not been maintaining the required standard and have also not been able to put up the required infrastructure. Therefore, I do appreciate the spirit with which this Council is going to be established.

The Bill seeks to provide statutory powers to the All-India Council for Technical Education to ensure proper planning and coordinated development of the technical education system throughout the country, promotion of qualitative improvement of technical education in relation to planned quantitative growth and regulation of the system and proper maintenance of norms and standards. As the things stand today, we find there is quantitative expansion of the education imparted to students in the country but the qualitative character is not maintained. Therefore, it is very necessary and in course of time, you may be required to have separate technical education councils for civil engineering, mechanical engineering, electronics and so on. Now, we have not been able to include so many subjects in this. For example, aeronautical engineering is a very very important subject. It does not come under this. There are a number of other things which do not come under this. For example, our country is surrounded by a vast ocean. It provides a very big opportunity for research and other things. But the subject of oceanography is there in only one university, in South India. Marine engineering is another subject.

I would like to draw the attention of the hon. Minister to one thing here. The Indian Airlines imparts training to its own engineers for a period of five years but they do not give any degree to them. As a result, they cannot consider themselves on par with the other graduates who come out of the engineering colleges, although the duration is the same, the technical education imparted is the same. It is not recognised as being equivalent to the degree given by any university. So is the case with Air India. When the workers come out with the same qualifications after having got training for a period of five years, they do really fight for equality with the graduates who come out of the universities and try to place their demands for more salary, allowance and other things. Therefore, one has got to see whether this can also be brought under this.

With the advancement in technical education, in space research, in marine engineering and a number of other fields, we have not been able to keep pace with the developments taking place in other countries. Of course, we are part and parcel of the research and development which is being carried on in the various institutions, in the field of space, high altitude etc. But we have not been able to take the fullest advantage because the background education is not there in India. And our students, after taking degrees, as

has been pointed by my colleague, go out of the country because they are not able to get the necessary facilities for research and development, for utilising their talents. If they are required to create their own circumstances in which they can function, it is very difficult for them. Therefore, we have got to see how the manpower can be trained and how this trained manpower can be utilised in our country. Unless both ways we try to see these things, it is very difficult for us to prevent our people, who are trained in various institutions, involving investment of so much money, energy and so on, from going out of the country. We have no objection to our people going out and participating in the developmental activities in other countries so that they can contribute something to the development of these countries also. We do not object. It is because we are not able to create the background, the necessary infrastructure, the necessary paraphernalia, the necessary perspective, in which they can work, they go out of the country. This is a very sad state of affairs. The technically qualified people who return from foreign countries after acquiring higher qualifications are kept in the scientists' pool for a period of two years and within this period if they are not able to secure employment they are allowed to go wherever they like and they are taken out of the pool also. Sir, it is not only a question of giving financial assistance on their return. It is a question also of utilising their talents when they return from foreign countries. The number of people in this pool, people who return after acquiring higher qualifications and training, is increasing every year and the number of people who go out of it after the period of two years without getting any job is also increasing every year.

In these circumstances, I would like to emphasise that it is very necessary to see that the quality of education is controlled. But it cannot be controlled in a hotchpotch way. We have to adopt an integrated approach towards the problem. Conditions differ from State to State. Through this, the aim is to ensure that as far as possible uniform quality is there. We are looking only to the training aspect, but we have to look to other aspects also of providing employment to those people or creating such facilities in which they can function because we are not considering them as factories turning out graduates year after year. We want them to be utilized as they are necessarily in need of service and so is the Government or the country in need of their service. It is mutual. They have to work for each other. Therefore, I would request the Government to look into all these things, particularly to include as many other technical subjects as possible. For example, I mentioned about aeronautical subjects, modern oceanography and a few other subjects. The field of technical knowledge may be made wider and the benefit may be accrued to the country.

THE VICE-CHAIRMAN (SHRI JAGESH DESAI): Yes, Mr. Sharad Yadav. Kindly complete in four-five minutes. According to the party. time is allotted and here only three minutes have been allotted to your party.

श्री शरद यादव (उत्तर प्रदेश) : उपसभाध्यक्ष महोदय, मैं अपनी बात आपके कहे अनुसार ही खत्म करूंगा।

उपसभाध्यक्ष महोदय, इस विधेयक को देखकर लगता है कि जिस तरह अक्सर यह सरकार कई वर्षों के बाद उठकर खड़ी होती है उसी तरह से 40-42 वर्षों के बाद इसे अब होश आया है कि तकनीकी शिक्षा में पूरे देश में एक तरह का कोर्स हो और एक तरह का रास्ता बने। इस लिहाज से इन्होंने इस विधेयक को लाने का काम किया है। बहुत विषयों पर लोगों ने सब तरह से बोल दिया है, मैं आपके माध्यम से साफ तौर पर निवेदन करना चाहता हूं कि इस देश में जो परम्परागत शिक्षा है जो शिक्षा विदेशी मापदण्डों के अनुसार हमने बनाकर रखी हुई है उसमें जो डिटीरियोरेशन हो रहा है, उसमें जो बिगाड़ हो रहा है, उसमें जो खराबियां पैदा हो रही हैं, चाहे वह कैपिटेशन फीस की हो चाहे और दूसरे की नकल करने की हो, ये सारी खराबियां बेकारी और बेरोजगारी के चलते हो रही हैं। उपसभाध्यक्ष महोदय, मैं आपसे निवेदन करना चाहता हूं कि तकनीकी शिक्षा

[श्री शरद यादव]

प्रणाली के जो नौजवान हैं, इंजीनियर्स हैं ये आज बड़े पैमाने पर बेरोजगार हैं। कुछ लोग कह रहे थे कि बहुत से लोग विदेश चले जाते हैं। विदेश में वे ही लोग जाते हैं जिनकी, भाषा पर, खासकर आंग्ल भाषा पर बड़ी पकड़ है। लेकिन जो लोग इस देश के गांवों से, रूरल इलाकों से आये हुए हैं वे बड़े पैमाने पर बेकारी और बेरोजगारी के शिकार हो रहे हैं। फिर आज हिन्दुस्तान की सातवीं पंचवर्षीय योजना चल रही है, लगातार जितनी पंचवर्षीय योजनाएं चली हैं उन पंचवर्षीय योजनाओं में जो भ्रष्टाचार हुआ है उस भ्रष्टाचार में जो टेक्नोक्रेट्स हैं वे शरीक रहे हैं राजनेताओं के साथ और अफसरशाही के साथ, इसलिए तकनीकी शिक्षा में कैपिटेशन फीस से लेकर अन्य तरह की खराबियां पैदा होने का काम हुआ है। इस लिहाज से तो खराबियां पैदा हुई और दूसरे कारणों में आर्थिक कारण हैं उसके, यानी भ्रष्टाचार के और बेरोजगारी के। हम सुधार कर रहे हैं लेकिन राज्यों के हाथ में जो अधिकार हैं यानी शिक्षा जो राज्य की सूची में है और स्वायत्ता का काम जो हमेशा चलता है जिससे देश को बांटने का खतरा बढ़ता है, उसके विपरीत हम उनके अधिकार छीनने का इस विधेयक के माध्यम से प्रयास कर रहे हैं। मैं इस प्रयास का विरोध करता हूं और आपके माध्यम से निवेदन करना चाहता हूं कि हिन्दुस्तान आज भी दुनिया को जिन चीजों का निर्यात कर रहा है वे सारी चीजें देशी तकनीकी से बनी हुई हैं। हम लोग बड़े निर्लज्ज हैं। महात्मा गांधी की बुनियादी शिक्षा जो है वह निश्चित तौर पर इसी दिशा में प्रयास था लेकिन देशी तकनीकी के बारे में कोई महाविद्यालय स्थापित करने का काम नहीं किया गया है। इसकी जरूरत है, अनिवार्यता है। यदि केन्द्रीय सरकार इस काम में लगती तो ज्यादा बेहतर काम होता और यह ज्यादा बड़ा काम होता, देश में बेरोजगारी को मिटाने का काम होता। जो देशी तकनीकी है इसके बारे में मैं दो चार उदाहरण देना चाहता हूं, माननीय मंत्री जी भी यहां हैं। जो खजुराहो का मन्दिर है, जो ताजमहल है इनमें सीमेंट नहीं लगा है। यह हमारी देशी तकनीकी का कमाल है। दीवारों पर उंगलियों से कमाल निकला हुआ है। जिसको देख कर दुनिया हैरान हो जाती है लाखों करोड़ों रुपये की विदेशी मुद्रा उन्हीं के दर्शन से हम अर्जित करते हैं, यानी वहां कोई सीमेंट का काम नहीं है। सारे खजुराहो के जो मंदिर हैं, दुनिया का जो आश्चर्य है, उनमें सिर्फ पत्थर का जुड़ाव है और पत्थर का फसाव है। वह इंजीनियरिंग जो है, वह दुनिया के किसी तकनीकी ज्ञान में नहीं मिलती है जो इस देश में मिलती है।

वह जो शिल्प है, उस शिल्प को बनाने के लिए जो लोहा बनाया होगा हमने, वह लोहा हमने गायब कर दिया। स्टील युग है यह और स्टील युग से आगे और युग है, लेकिन हम उन तमाम तरह की जो तकनीक थीं, जितनी बढ़िया और बेहतर मूर्तियां बनेंगी, वही बिकती हैं दुनिया में, यानी उन उंगलियों से निकला हुआ जो कमाल का कपड़ा है साड़ी वाला तथा और तरह का, मधुबनी में जो पेंटिंग्ज हैं, उन पेंटिंग्ज में जो रंग हैं, उनकी जो तकनीक थी. उपसभाध्यक्ष जी, सरकार ने उस तकनीक को गाड़ने का काम किया, बढ़ाने का काम नहीं किया लेकिन इसके बाद भी परम्परागत लोग उस तकनीक को जिंदा रखे हुए हैं और देश से निर्यात होकर के जो विदेशी मुद्रा हमको मिलती है, 40 फी सदी, इन उंगलियों से बनी हुई दस्तकारी तथा अन्य चीजों के दाम से हमको प्राप्त होती है।

इसलिए इस तकनीक के विकास का महाविद्यालय बनना चाहिए। यह गाड़ी इस देश में हजारों वर्षों से चल रही है। दो-तिहाई सामान आज भी गाड़ी से गांव में ढोया जाता है। देश का आदमी ढो रहा है, लेकिन हमने गाड़ी की तकनीक

में कोई विकास नहीं किया है । गाड़ी की तकनीक में हमने लीवर सिस्टम तक नहीं लगाया, यानी हम उसको कैसे सुधारने जो इस देश की सब से बड़ी चीज थी—जहां कार या ट्रैक्टर नहीं जा सकता, इस देश में गाड़ी जंगल में, पहाड़ में, कहीं से भी निकल सकती है। पर उस तकनीक की पूरी तरह से हमने उपेक्षा की है।

जो सामान सिलेबस का सिद्धांत है, उसके लिए तो आप कोई विधेयक और कौंसिल बनायें । यह जो हिंदुस्तान की राजधानी है, उपसभाध्यक्ष जी, इस देश के आदमी की यह जगह ही नहीं बची है । यहां तो इस देश का आदमी आकर बेगाना, भाषा के मामले में, बोली के मामले में, पहरावे के मामले में समझता है । यह जो सदन है, यह लगता ही नहीं है कि यह इस देश के लोगों का सदन है। जब देशी भाषा की चर्चा चलती है, तो मजाक के साथ चलती है, यानी खुद ऐसे जोकर लोग हैं हम लोग कि अपनी मातृभाषा का मजाक यहीं खड़े-खड़े उड़ाते हैं । यदि बोलते भी हैं, तो दांत निपोरते हुए बोलते हैं, हंस कर बोलते हैं जैसे कि हम बहुत बड़ा बेकार काम, निकम्मा काम कर रहे हैं ।

मैं कहना चाहता हूं कि यह विधेयक जो आप लाये हैं, इसको आप उठाइये, इसको मत लाइये, पूरे प्रदेशों से ठीक से बात करिए, बहस करिए—कैपिटेशन फीस के जरिए अच्छे लोग पैदा नहीं होंगे। मैं विट्ठलराव माधवराव जाधव की बात सुन रहा था । मैं मानता हूं कि परसेंटेज नहीं होनी चाहिए किसी दबाव के लिए—भर्ती खुली होनी चाहिए । एक-दो साल इंजीनियरिंग में देखें, यदि मान लो कि कम नम्बर का लड़का है तो उसे निकालने का काम होना चाहि । उसे दूसरी शिक्षा में पहुंचाने का काम होना चाहिए, लेकिन कैपिटेशन फीस वाले मामले में निश्चित तौर पर देश का नुकसान होता है । इस प्रथा की समाप्ति होनी चाहिए ।

इसके लिए राज्य सरकार से, जैसे आन्ध्र प्रदेश की सरकार से बातचीत करके वहां एक राज बदला, वहां हो गया । यह कैपिटेशन फीस किसके जरिए पैदा हुई है, किसके राज में पैदा हुई है ? सारी स्टेट्स में आपके राज रहे, उसके जरिए यह भ्रष्टाचार का काम पैदा हुआ है ।

तो यह आपने पैदा किया और आप ही अब इसका नाम लेकर के यहां कानून बना कर के जो राज्य हैं, उनके हाथ में जो थोड़े बहुत अधिकार हैं, जिन अधिकारों के चलते इस देश में वह राज चलाने का सकून पाते हैं, राजसत्ता में हिस्सेदारी का सकून पाते हैं, इनको छीनने का जो आप काम कर रहे हैं, इसलिए मैं इस विधेयक का विरोध करता हूं—सिर्फ सिलेबस का सिद्धांत आप मानें, यही मैं आपसे कहना चाहता हूं ।

धन्यवाद ।

SHRI V. GOPALSAMY (Tamil Nadu): Sir, I rise to oppose this Bill. In no uncertain terms I would like to deplore the bulldozing attitude of the Central Government in trampling upon the rights of the State Governments, making the States as dole-getting municipalities. Due to constraint of time, I will confine myself only to this aspect.

Being a Member of the Council of States, I will be failing in my duty if I do not register my strongest protest to this attitude of the Government. During the dark days of Emergency, education was snatched from the State List and put in the Concurrent List without a proper debate, without getting the opinion of the political parties, putting behind the bars most of the Opposition leaders. So, that was done during the days of Emergency.

SHRI SATYA PRAKASH MALAVIYA (Uttar Pradesh): But it was a captive Parliament.

SHRI V. GOPALSAMY: Yes, a captive Parliament and also a captive press. So, like the Roman legions trampling, now the Central Government has launched its attack in all spheres. This is not beneficial.

[Shri V. Gopalsamy]

If you want to protect the unity and integrity of this country, is it necessary for an institution from Trivandrum or Madras or Bengal or other parts of the country to come and crave here in Delhi? We do not object to having a coordinating agency like the UGC or any other agency. To implement the policies, you could suggest through the coordinating agency and they could be implemented. But there is no necessity to snatch this

This Council was set up forty-two years back. I would like to inform this house that once we got Independence, the Founding Fathers of the Constitution and the great leaders of our country decided not to touch this subject. But now you are encroaching upon the domain of the States. What are you going to achieve? Therefore, this attitude is not good for the country. I know, in spite of our opposition, in spite of our protest, with a brute majority you can pass this Bill. You passed it in the Lok Sabha and you can pass it here also. *(Interruptions)*

Therefore, Sir, once again I request the Government to withdraw this Bill. Thank you.

SHRI GHULAM RASOOL MATTO (Jammu and Kashmir): Mr. Vice-Chairman, Sir, I oppose this Bill on a matter of principle. The principle underlying this Bill is that education is in the Concurrent List. I tried to find out what "concurrent" means and, according to the *Concise Oxford Dictionary*, "concur" means, "Happen together, coincide; (of circumstances etc.) co-operate; agree in opinion (*with*). So concurrence." Therefore, I would like to ask the honourable Minister whether, while framing this Bill, she has taken the concurrence, as is given, here under the meaning of that word, of the State Governments. If she has taken their concurrence, let her tell us. While replying she can say if she has taken the concurrence of the State Governments with regard to this Bill.

Why I say this is because, Sir, in the Constitution, item 25 of the Seventh Schedule under List III—Concurrent List, reads:

"Education, including technical education, medical education,"

It is okay. Now, with regard to the Concurrent List, an anomaly can be created under article 246(2) of the Constitution, which says:

"Notwithstanding anything in clause (3), Parliament, and, subject to clause (1), the Legislature of any State also, have power to make laws with respect to any of the matters enumerated in List III in the Seventh Schedule (in this Constitution referred to as the 'Concurrent List')."

So, over and above the Central Government, the States can also frame a law. Here again, article 254(2) also makes one interesting reading. It says:

"(2) Where a law made by the Legislature of a State with respect to one of the matters enumerated in the Concurrent List contains any provision repugnant to the provisions of an earlier law made by Parliament or an existing law with respect to that matter, then, the law so made by the Legislature of such State shall, if it has been reserved for the consideration of the President and has received this assent, prevail in that State:"

So, in other words, it means that if the Legislature of a State has already made a law with respect to a matter and the Central Government also makes a law with respect to that, the State law will prevail if it has already been made. So, my point is, in such cases where there is a concurrent subject, the opinion of the States, the concurrence of the States, as I have elaborated, has to be obtained. I will be glad if the hon. Minister tells us something about it because if it is not done, then, it is an encroachment on the sovereignty of the States as given to them by the Constitution of India. It will also be against the federal structure if the States' concurrence has not been obtained. Having said this, if the hon. Minister in her reply, says that she has not taken the concurrence of the States, I strongly object and I request her that she should withdraw the Bill immediately take the opinion of the States and then come back

to the House. If she replies to me that she has taken their concurrence, I have to make a few observations with regard to the Bill.

SHRIMATI KRISHNA SAHI: Some sane advice.

THE VICE-CHAIRMAN (SHRI IA-DESH DESAI): That you can reply. Now he wants to say some points. Very very briefly.

SHRI GHULAM RASOOL MATTO: Only two, three points.

SHRI SATYA PRAKASH MALAVIYA: Sir, the Minister is under the impression that if she replies, Mr. Matto may withdraw his objection.

SHRI GHULAM RASOOL MATTO: I will, of course. But I will take two or three minutes with regard to the Bill.

With regard to the Bill, Mr. Vice-Chairman, I find one anomaly. That anomaly is that the Chairman shall be the Human Resources Minister. O.K. The Vice-Chairman shall be the Minister of State herself. O K. But the Member-Secretary is not the Secretary of the Department of Education. He is a person junior to the Secretary of the Department of Education. The first Member-Secretary of the Council shall be the Educational Adviser (Technical). This, to my mind, is not in consonance with the hierarchy of officers to lead such an important institution and with regard to the status of the Council. I do not object to the Educational Adviser (Technical) being a Member. It is all right. But the Secretary must be the Secretary of the Ministry of Education.

SHRI SATYA PRAKASH MALAVIYA: The Minister will always not be the Chairman.

SHRI GHULAM RASOOL MATTO: Then the Vice-Chairman will be the Chairman. That is, the Minister of State will be the Chairman.

SHRI SATYA PRAKASH MALAVIYA: No, no, it is only for the first time.

SHRI GHULAM RASOOL MATTO: She becomes the Chairman. If the Chairman is available, he will be the Chairman. If the Chairman is not available, the Vice-Chairman, that is the Minister of State, will be the Chairman. My argument then is, if both are not there, then the Adviser, a technical officer will be the Chairman of the Council. My argument is all the more sound then, that in the absence of the two, the Minister and the Minister of State, not the Education Secretary, but a technical man, the Adviser (Technical) shall have to be the Chairman. This is not a sound proposition.

My second very important point is with regard to the representation of the States. This is the Council of States. Only eight States in the alphabetical order have been given representation in the 52-member Council. I request the hon. Minister, I it is possible at this stage, because I feel that it has not yet been passed by the Lok Sabha, to come up with an amendment for giving representation to other States also so that all the States shall be represented on the Council. It would be meaningful if all the States are represented. In case we take them in alphabetical order and if some important and advanced States are ignored, then it would become all the more worse. Therefore, this needs to be amended so that all the States are represented in it. And if the Minister feels it is not possible, then she should ensure the representation of all the States in the form of representatives of the States on the professional body, as, for instance, four or two members appointed by the Central Government to represent the interests of the States which are not covered in it. The Bill must ensure an inbuilt representation of all the States so that the Council is not looked upon as an authoritarian Central organisation presiding over the destinies of technical education in the States.

Somebody has pointed out that Andhra Pradesh has done away with private technical education and that the State has to bear the burden through its own exchequer. But this point has to be taken into consideration whether all the States can take such a burden on themselves or not whether it is necessary that all the private technical institutions in all the States have to be abolished. This has to be considered carefully and if it is felt

[Shri Ghulam Rasool Matto]

necessary the it has to be regulated in a proper way.

My main point is that this Board, as it is at present constituted, is highly centralised and is highly biased towards the Central Government officers. Therefore, I would first of all request the hon. Minister to amend the provisions to ensure representation of all the States on it. If it is not done then she should think of other provisions to ensure their representation through other means. There is another way also for the Minister to find representation of the States. That is under Clause 7(1), which says:

"The Council may associate with itself, in such manner and for such purposes as may be determined by regulations, any person whose assistance or advice it may desire in carrying out any of the provisions of this Act."

So, under this Act she should assure us that representatives of the States will be there. The States must not feel that it is a central domination.

These are my observations. If the Minister says she has taken the concurrence of the States, then my recommendations may be taken into consideration. But, if she has not taken the concurrence of the States, I would request her to withdraw the Bill and ask for the concurrence of the States before it is considered further in this House.

श्री सत्य प्रकाश मालवीय (उत्तर प्रदेश) : माननीय उपसभाध्यक्ष जी, मैं अखिल भारतीय तकनीकी शिक्षा परिषद् विधेयक, 1987 का विरोध करने के लिए खड़ा हुआ हूं। उसका कारण यह है कि देश में तकनीकी शिक्षा के विकास की समस्या को सुलझाने के लिए जो यह विधेयक लाया गया है, उससे समस्या सुलझेगी नहीं बल्कि उलझेगी। सरकार की और विशेषकर वर्तमान सरकार की यह मनोवृत्ति हो गयी है कि सारी शक्ति को अपने हाथ में रखना और यह बिल इसका जीता-जागता उदाहरण है। इसमें तीन अलग-अलग कमेटीज की चर्चा की गयी है। एक है अखिल भारतीय तकनीकी शिक्षा परिषद्। इसमें 51-52 सदस्य हो सकते हैं, केवल दो सदस्यों को छोड़कर जिनमें से एक सदस्य लोक सभा द्वारा चुना जाएगा और दूसरा सदस्य राज्य-सभा द्वारा चुना जाएगा। केवल दो को छोड़कर 49-50 सदस्य या तो सरकार द्वारा नियुक्त किए जाएंगे या सरकार द्वारा नामांकित किए जाएंगे या पदेन (एक्स-ग्राफिशियो) होंगे। यह मेरी इस बात को साबित करता है कि जो सरकार की मनोवृत्ति है, वह ठीक नहीं है। किसी ने कहा है: पावर करप्ट्स एण्ड एब्स लूट पावर करप्ट्स एब्सोल्यूटली। इस में जब आप आगे चलिये तो 21 आदमियों की कार्यकारिणी समिति है। वह नामांकित होगी। इस के बाद बोर्ड आफ स्टेडीज आता है धारा 13 (1) के अंतर्गत, जिस को अध्ययन बोर्ड कहेंगे। यह किस तरह से बनेगा इस की चर्चा इस में नहीं की गयी है हालांकि कार्यकारिणी समिति और अखिल भारतीय टेक्निकल शिक्षा परिषद के बारे में प्रावधान किया गया है कि उन का गठन कैसे होगा। लेकिन बोर्ड आफ स्टेडीज के बारे में यह विधेयक चुप है। यह कह कर छोड़ दिया गया है कि इस के बारे में सरकार कुछ मार्गदर्शी सिद्धांत तय करेगी।

"The area of concern, powers, the constitution and functions of the Boards of Studies shall be such as the Council may provide by regulations."

तो इसको भी अंधकार में रखा गया है। यह अध्ययन बोर्ड बनेगा, लेकिन कैसे बनेगा, कौन-कौन इस के सदस्य होंगे, कैसे इस का विस्तार होगा, इस सब के बारे में कोई चर्चा नहीं की गयी है। दूसरे कई माननीय सदस्यों ने चर्चा की कि जो राज्य के अधिकार हैं इस से उनके अधिकारों पर कुठाराघात होगा। यह राज्य के अधिकारों पर कटौती है। मैं सुझाव देना चाहूंगा कि केन्द्र और राज्यों के संबंधों के बारे में एक सरकारिया आयोग बैठा था। उस ने अपनी रिपोर्ट सरकार के सामने प्रस्तुत कर दी है और जब तक सरकारिया आयोग की रिपोर्ट सदन के समक्ष नहीं आती तब तक यह

विधेयक सरकार को वापस ले लेना चाहिए क्योंकि सरकारिया आयोग इसी लिये बैठा था कि केन्द्र और राज्यों के संबंध बिगड़ रहे थे और उस को देखना था कि उन में किस प्रकार से सुधार हो सकता है। उन में कैसे अच्छाई आ सकती है। इसलिए मेरा निवेदन है कि इस विधेयक को मंत्री जी वापस लेने की कृपा करें।

दूसरी बात कैपिटेशन फीस के बारे में कहना चाहता हूं। बहुत से ऐसे इंस्टीट्यूशन्स और कालेजेज हैं जहां लाखों लाखों रुपया ले कर छात्रों को भर्ती किया जाता है। इंजीनियरिंग कालेज में कहीं कहीं भर्ती होने के लिए दो लाख रुपया तक देना पड़ता है, कहीं एक लाख रुपया देना पड़ता है कैपिटेशन फीस का। तो जब कोई बच्चा एक-दो लाख रुपया जमा देकर शिक्षा प्राप्त करता है तो उस का उसे इंतजाम करना पड़ता है और इस से भ्रष्टाचार बढ़ता है। क्योंकि हर किसी के पास एक दो लाख रुपया नहीं होता। या तो वह कर्ज लेता है या कहीं से घूस लेता है। यह कैपिटेशन फीस भी एक प्रकार की घूस है और जब वह पढ़ कर निकलता है तो बेकार रहता है। आज पचासों हजार लोग ऐसे बेकार हैं और उनको नौकरी नहीं मिलती। तो जब घूस दे कर कालेज में प्रवेश मिलेगा, नौकरी मिलेगी तो भ्रष्टाचार बढ़ेगा ही और इस का नतीजा यह होता है कि जैसे डी डी ए में बिल्डिंग बनती है, जैसा कि वीरेन्द्र वर्मा जी ने जिक्र किया था, और उस की नींव नहीं होती। तो जब 4, 5 लाख रुपया पढ़ने और नौकरी प्राप्त करने में लगाया जायेगा तो यह भ्रष्टाचार कैसे समाप्त होगा। तो इस ओर सरकार को ध्यान देना चाहिए कि इस कैपिटेशन फीस को कैसे समाप्त किया जाय। इस पर सरकार का नियंत्रण कैसे होगा इस की चर्चा इस में नहीं की गयी है।

इन थोड़े से सुझावों के साथ मैं सरकार से निवेदन करना चाहता हूं कि पहले तो इस विधेयक के द्वारा राज्य सरकारों के अधिकारों पर कटौती हो रही है, उन के अधिकार छीने जा रहे हैं और वे सारे अधिकार केन्द्रीय सरकार ले रही है। इस के जो अध्यक्ष होंगे पहली जो कमेटी बनेगी उसके अध्यक्ष होंगे मंत्री जी और उपाध्यक्ष होंगे राज्य मंत्री जी, लेकिन उस के बाद मंत्री जी इस के अध्यक्ष नहीं रहेंगे, न राज्य मंत्री वहां रहेंगे। इस के लिए प्रावधान इस में दिया गया है :

"(5) Notwithstanding anything contained in sub-section (4),—

(a) the first Chairman shall be the Minister of Human Resource Development of the Central Government;

(b) the first Vice-Chairman of the Council shall be the Minister of State for Education of the Central Government;

(c) the first Member-Secretary of the Council shall be the Educational Adviser (Technical) of the Central Government."

It means certain other persons, other than the Central Minister, that is the Minister of Human Resource Development and the Minister of State, will be appointed by them as Chairman and Vice-Chairman of this Committee.

इसलिए मैं इस बिल का विरोध करता हूं और मंत्री जी से निवेदन करता हूं कि वे इस बिल को वापस ले लें।

PROF. (MRS.) ASIMA CHATTERJEE (Nominated): Mr. Vice-Chairman, Sir, I would like to thank you for permitting me to speek on the All India Council for Technical Education Bill, 1987. This Bill is extremely vital as the regulation and proper maintenance of norms and standards in the technical education system and for matters connected therewith will help in modernisation through new technologies in frontier areas and many other important fields so essential for the economic growth and progress of the country. Now, in the Bill, it is categorically mentioned that the primary object will be to make education relevant to the society. In this context, the present Bill is quite relevant. Education is the result of a process

[Prof. (Mrs.) Asima Chatterjee]

whereby one becomes more or less able to adjust oneself to the demands of the society in which one lives and works. Realising the importance of this particular aspect, the All India Council for Technical Education was set up in 1945 by a Government resolution as a National Expert Body. Perhaps, it may not be known to this august House as to who were the members of this Committee. They were Sir J. C. Ghosh, Prof. M. N. Saha, Prof. S. N. Bose and others. As preliminary steps, several IITs were established. Several polytechnics were already there and more were set up to cater to the needs of the society and the country as a whole. In several universities, courses on technical education had been introduced more than two decades back. Several Engineering Colleges started functioning. Courses on Chemical Engineering and Technology required for pharmaceutical industries and other industries were introduced in several institutions including the universities. The most important points which I would like to mention are the erosion of standards and lack of development of Instrumentation Techniques. In fact, there are a few and very few places where instrumentation technology and fabrication of instruments have been implemented. With the spectacular advancement of new technologies science has male a remarkable progress. In the field of medicines, particularly for diagnostic testing and identification of various diseases that is, brain tumour, epilepsy, intracranial infection, post traumatic cerebral scar, in cases of Brain organic lesion, in the malfunctioning of Central Nervous System Positron Emission Tomography is the most important technology that has been developed and this helps to prescribe appropriate medical treatment to give relief to the suffering mankind. For this purpose, the nuclear magnetic resonance spectrometer is the most important tool which can detect the aforesaid malfunctioning of the Central Nervous System. But no training and no facilities are as yet available to fabricate this instrument not even the simple ones like ultraviolet and infrared spectrometers of high precision though C.S.I.R. and U.G.C. and other such organisations are encouraging research in this area and trying to develop material science. In other areas, the same situation is encountered, e.g. in cases of agricultural equipments, these instruments are being imported. If statistics are taken it would be seen that such sophisticated instruments in many institution are not in working condition which need the help of foreign experts for repair. The total cost of these instruments may exceed Rs. 300 crores. Fabrication of these instruments will not only save foreign exchange but will provide employment opportunities. I have seen in the United States, in the East European countries, in the USSR, boys and girls of 15 to 16 years of age being engaged in fabricating such sophisticated instruments, assembling the various parts etc. I hope the All India Council of Technical Education will take all possible care to promote this kind of aptitude so that efforts may not go in vain. Another important sphere is rural technology. I think this has not been specifically mentioned in the Bill. But I particularly lay emphasis on this point. Although it has been mentioned in the Statement of Objects and Reasons that as part of overall coordination and developmental responsibilities, the All India Council of Technical Education will promote innovation, research and development linkages with industry and greater access to technical education by women, handicapped and the weaker sections of the society, nothing has been mentioned about rural technology which I have already mentioned. I would like this point to be added so that the AICTE may promote technical education to the rural population.

Before concluding, I would like to say that to fulfil the objective mentioned in the Bill, it is extremely important to select competent teachers and to provide infrastructural facilities in the institutions. There should also be rigorous assessment of teachers. Why should you make assessment of students alone? Assessment of teachers is also very important. Examinations have to be organised to see that students have received good training. Their progress should be monitored.

[The Vice-Chairman (Shri Hanumanthappa) in the Chair]

Regarding administrative aspects, I have not much to say. The real academicians, I mean the technologists and the technicians who have love for the profession, will be happy if they are provided with all possible facilities for their jobs and receive recognition for good work done by them.

With these few words, I conclude and I support the Bill wholeheartedly. Thank you.

श्रीमती कृष्णा साहे : उपसभाध्यक्ष महोदय, सदन में अखिल भारतीय तकनीकी शिक्षा परिषद् विधेयक पर माननीय सदस्यों ने अपने विचार व्यक्त किये हैं। बहुमूल्य सुझाव भी दिये हैं इसके लिए मैं आभार प्रकट करती हूं।

आप सभी सदस्यों को जानकारी है कि तकनीकी शिक्षा में समन्वय और स्तरों का निर्धारण पूर्व में ही केन्द्रीय सरकार की जिम्मेदारी रही है। देशभर में तकनीकी शिक्षा के विकास के लिए समन्वय स्तर का निर्धारण और उसकी क्वालिटी मानो गुणवत्ता बनाये रखने के लिए दिशा निर्देश दिये जायें ताकि अद्यतन बना रहे इसके लिए अखिल भारतीय शिक्षा परिषद् की स्थापना 1945 में हुई थी जैसा कि अनेक माननीय सदस्यों ने भी बताया है। पहले यह विशेषज्ञों की सलाहकार समिति के रूप में कार्य करती रही। राष्ट्रीय विशेषज्ञ समिति के रूप में कुछ वर्षों तक बड़े ही अच्छे ढंग से इस परिषद् ने काम किया और तकनीकी शिक्षा से सम्बन्धित समय-समय पर परामर्श भी देती रही परन्तु जैसे-जैसे समय बीतता गया उसके पश्चात् राज्य सरकारों ने इस परिषद् की बातों की ओर, इनके दिशा निर्देश की ओर तथा जो मानदण्ड था या जो दिशा निर्देशन दिया जाता था उसकी अनदेखी करना शुरू किया, उसकी अवहेलना होने लगी। इंजीनियरिंग कालेजों एवं पोलीटेकनिक्स का मशरूम ग्रोथ होने लगा। ऐसी संस्थाओं में कैपिटेशन फी लेकर नामांकन होने लगा, तो इस विधेयक को लाने पर विचार किया गया। यहां तक कि बहुत सारे कालेज में आधारभूत ढांचे

4:00 P.M.

श्री सत्य प्रकाश मालवीय : 4 बजे गये हैं, मूल्य स्थिति पर चर्चा की जाये।

(व्यवधान)

मूल्य स्थिति पर चर्चा होनी बहुत आवश्यक है, यह कई दिनों से चल रही है।

THE VICE-CHAIRMAN (SHRI H. HANUMANTHAPPA): If Members agree, we can complete this and later we can also complete the Discussion on the Price Situation.

श्री सत्य प्रकाश मालवीय : 4 बजे गये हैं। कार्यावलि में 4 बजे का समय दिया गया है।

THE VICE-CHAIRMAN (SHRI H. HANUMANTHAPPA): That is why I am putting it to the House.

श्री सत्य प्रकाश मालवीय : मूल्य स्थिति पर चर्चा होनी चाहिए, इस पर कल हो जायेगा।

श्रीमती कृष्णा साहे : क्या करूं? उपसभाध्यक्ष (श्री हेच० हनुमनतप्पा) : कल उत्तर दे दीजिए।

Now we will take up the Further Discussion on the Price Situation.

SHORT DURATION DISCUSSION ON PRICE SITUATION IN THE COUNTRY—contd.

SHRI RAMESHWAR THAKUR (Bihar): Mr. Vice-Chairman, we have before us this very important subject of price rise and price situation in the country. Price rise concerns the entire community, the 750 million people of India. It concerns more particularly the common man, the weaker sections of the community, the wage-earners, the tribals, the Harijans, the minorities, other weaker sections, landless labourers, and so on. Therefore, it is essential that we discuss this in a more objective manner and not make it a party issue, not make it a political issue,